# WRITING ASSESSMENT PROGRAM 1988

## PRELIMINARY REPORT
## GRADE 4 TEST DATA
## FRANCO-MANITOBAN SCHOOLS

Manitoba
Education

89-01481/

# MANITOBA WRITING ASSESSMENT 1988

## GRADE 4

## PRELIMINARY REPORT

## FRANCO-MANITOBAN SCHOOLS

A REPORT OF THE
CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH
MANITOBA EDUCATION

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# PREFACE

This Preliminary Report is the first of three reports on the findings of the 1988 Writing Assessment. It contains a summary of student performance for the provincial sample as a whole. No individuals, schools, or divisions are identified.

Conclusions and recommendations based on the provincial testing will be presented in a forthcoming Final Report. As well, this report will include analyses of the comparison testing and the teacher questionnaire. A Summary Report will also be prepared for wider dissemination than the Final Report.

For further information, contact:

Norman Mayer
Co-ordinator
Curriculum Assessment
223-1200 Portage Avenue
Winnipeg, MB
R3C 0T5

Telephone: (204)945-6156 (WATS LINE 1-800-282-8069, ext. 6156)

# PROVINCIAL SCORERS

Lucille Maurice - Professor, St. Boniface College

Michel Plante - Dieppe School, Assiniboine South School Division #3

Donald Tougas - Garden Grove/LaVerendrye Schools, Winnipeg School Division #1

France Sicotte - St. Boniface School Division #4

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# CHAPTER 1

## TEST CONTENT AND SCORING

The 1988 grade 4 Writing Assessment test was administered throughout the province during the first two weeks of May, 1988. A systematic random sample consisting of 50% of all students enrolled in grade 4 Anglais in Franco-Manitoban schools was drawn. The returned sample totalled 224 papers.

The test consisted of two writing tasks. The first task, Story Writing, required students to construct a story around the event of finding a box on the way to school. The second task, Report Writing, required students to write a report on an animal on the basis of research they had already done.

Both written products were evaluated on two types of scales: a General Impression Marking Scale (one score) and Analytic Marking Scales (nine scores). Thus, each student paper was assigned ten different scores for each written product.

General Impression Marking (GIM) is a judgement about the overall quality of a student's writing, given the purpose of the writing, the audience to which the writing was addressed, and the performance expectations at that grade level. Each written product from each student was read quickly by two different raters for a general reaction. Each rater assigned a score of 1 (low) to 6 (high). (Zero was assigned if there was insufficient material on which to base a judgement.) If the scores of the two raters did not differ by more than one point, the two scores were added together to give a final GIM score.

If the scores of the two raters did differ by more than one point, the paper was read for a third time by an adjudicator. (Adjudicators were scorers chosen because of their experience in doing this type of marking.) In the adjudicated cases the final GIM score was obtained by applying the following rules:

(1) If the adjudicator's rating was midway between the first two ratings, then the adjudicator's score was added to the average of the first two scores.

(2) Otherwise, the adjudicator's score was added to the closer of the other two scores.

Like general impression marking, the Analytic Scales are quick, qualitative judgements about the effectiveness of a piece of writing. Analytic Scales, however, are measures of the effectiveness of particular qualities of a paper. For the provincial writing assessment, nine different qualities were selected for testing:

1. Organization and Sequence
2. Wording and Style
3. Focus or Theme
4. Ideas
5. Choice of Details and Elaboration of Ideas
6. Sentence Structure
7. Usage
8. Punctuation and Capitalization
9. Spelling

A paper was assigned a score between 1 (low) and 6 (high) for each of the nine qualities. Zeros were assigned if there was insufficient material on which to base a judgement.

# CHAPTER 2

## RESULTS OF STORY WRITING

This chapter presents a summary of the scores assigned on the story writing task for those in the provincial sample. Means, standard deviations, and frequency distributions are presented for the general impression scale and for each of the nine analytic scales. The maximum possible value for the general impression score is 12 while for each of the analytic scales it is 6.

Chapter 3 contains four sample stories along with the marks assigned by the provincial scorers.

### General Impression Marking

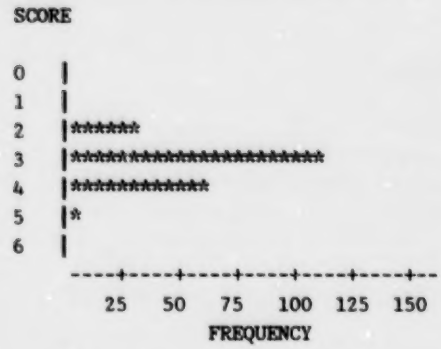
| G.I.M. SCORES (TWO SCORES COMBINED) | | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|---|
| 0 | \| | 0 | 0 | 0.0% | 0.0% |
| 1 | \| | 0 | 0 | 0.0 | 0.0 |
| 2 | \| | 0 | 0 | 0.0 | 0.0 |
| 3 | \|* | 2 | 2 | 0.9 | 0.9 |
| 4 | \|********** | 23 | 25 | 10.3 | 11.2 |
| 5 | \|****************** | 37 | 62 | 16.5 | 27.7 |
| 6 | \|******************************** | 59 | 121 | 26.3 | 54.0 |
| 7 | \|******************************** | 61 | 182 | 27.2 | 81.2 |
| 8 | \|********** | 24 | 206 | 10.7 | 92.0 |
| 9 | \|***** | 11 | 217 | 4.9 | 96.9 |
| 10 | \|*** | 7 | 224 | 3.1 | 100.0 |
| 11 | \| | 0 | 224 | 0.0 | 100.0 |
| 12 | \| | 0 | 224 | 0.0 | 100.0 |

----+----+----+----+----+----+----+
10 20 30 40 50 60 70
FREQUENCY

Mean: 6.36
Standard Deviation: 1.48

## Analytic Marking

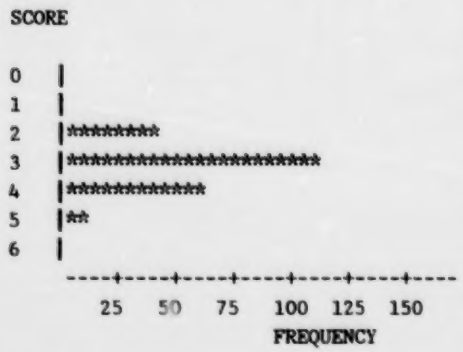
### 1. ORGANIZATION AND SEQUENCE




| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 0 | 0 | 0.0% | 0.0% |
| 1 | 4 | 4 | 1.8 | 1.8 |
| 2 | 34 | 38 | 15.2 | 17.0 |
| 3 | 111 | 149 | 49.6 | 66.5 |
| 4 | 66 | 215 | 29.5 | 96.0 |
| 5 | 8 | 223 | 3.6 | 99.6 |
| 6 | 1 | 224 | 0.4 | 100.0 |

Mean: 3.19
Standard Deviation: 0.82

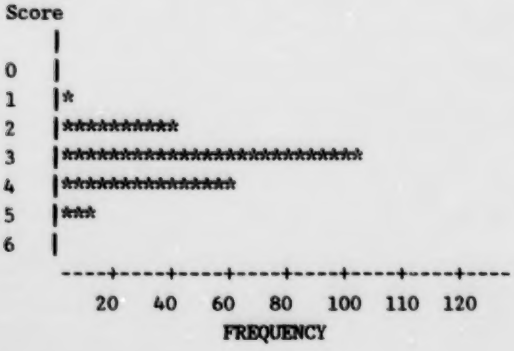
### 2. WORDING AND STYLE




| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 0 | 0 | 0.0% | 0.0% |
| 1 | 1 | 1 | 0.4 | 0.4 |
| 2 | 43 | 44 | 19.2 | 19.6 |
| 3 | 110 | 154 | 49.1 | 68.7 |
| 4 | 60 | 214 | 26.8 | 95.5 |
| 5 | 10 | 224 | 4.5 | 100.0 |
| 6 | 0 | 224 | 0.0 | 100.0 |

Mean: 3.16
Standard Deviation: 0.80

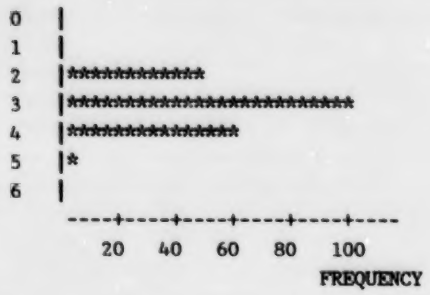
### 3. FOCUS OR THEME




| Score | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 0 | 0 | 0.0% | 0.0% |
| 1 | 4 | 4 | 1.8 | 1.8 |
| 2 | 42 | 46 | 18.8 | 20.5 |
| 3 | 104 | 150 | 46.4 | 67.0 |
| 4 | 61 | 211 | 27.2 | 94.2 |
| 5 | 12 | 223 | 5.4 | 99.6 |
| 6 | 1 | 224 | 0.4 | 100.0 |

Mean: 3.17
Standard Deviation: 0.87

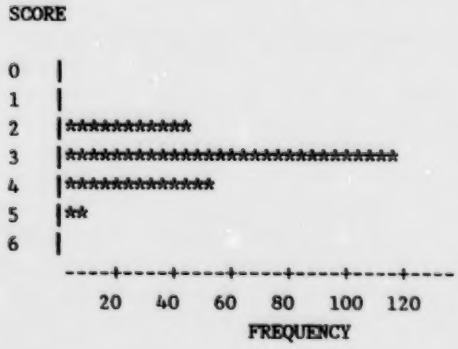
## 4. IDEAS




| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 0 | 0 | 0.0% | 0.0% |
| 1 | 3 | 3 | 1.3 | 1.3 |
| 2 | 50 | 53 | 22.3 | 23.7 |
| 3 | 101 | 154 | 45.1 | 68.7 |
| 4 | 62 | 216 | 27.7 | 96.4 |
| 5 | 7 | 223 | 3.1 | 99.6 |
| 6 | 1 | 224 | 0.4 | 100.0 |

Mean: 3.10
Standard Deviation: 0.84

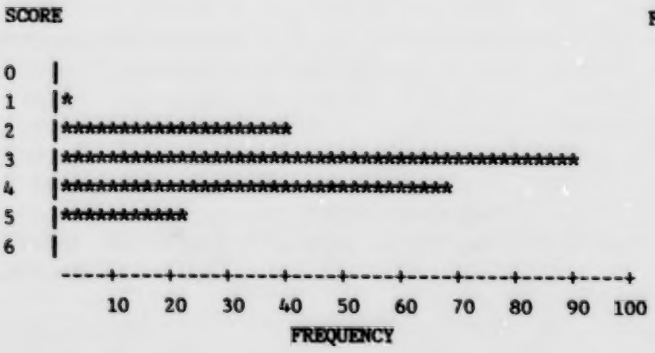
## 5. CHOICE OF DETAIL/ELABORATION




| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 1 | 1 | 0.4% | 0.4% |
| 1 | 1 | 2 | 0.4 | 0.9 |
| 2 | 46 | 48 | 20.5 | 21.4 |
| 3 | 116 | 164 | 51.8 | 73.2 |
| 4 | 52 | 216 | 23.2 | 96.4 |
| 5 | 8 | 224 | 3.6 | 100.0 |
| 6 | 0 | 224 | 0.0 | 100.0 |

Mean: 3.08
Standard Deviation: 0.80

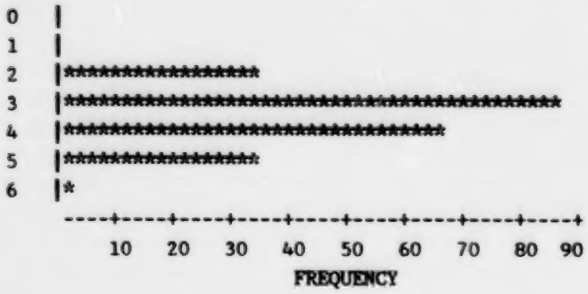
## 6. SENTENCE STRUCTURE




| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 0 | 0 | 0.0% | 0.0% |
| 1 | 3 | 3 | 1.3 | 1.3 |
| 2 | 40 | 43 | 17.9 | 19.2 |
| 3 | 91 | 134 | 40.6 | 59.8 |
| 4 | 68 | 202 | 30.4 | 90.2 |
| 5 | 22 | 224 | 9.8 | 100.0 |
| 6 | 0 | 224 | 0.0 | 100.0 |

Mean: 3.29
Standard Deviation: 0.92

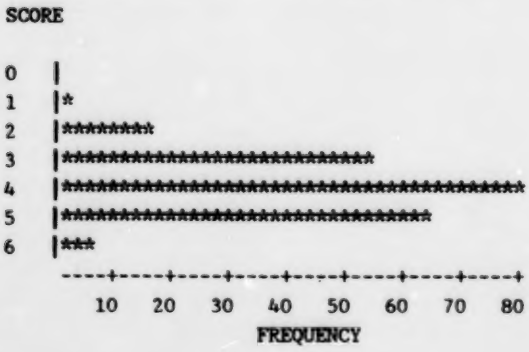
## 7. USAGE




| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 1 | 1 | 0.4 | 0.4 |
| 1 | 0 | 1 | 0.0 | 0.4 |
| 2 | 34 | 35 | 15.2 | 15.6 |
| 3 | 86 | 121 | 38.4 | 54.0 |
| 4 | 66 | 187 | 29.5 | 83.5 |
| 5 | 35 | 222 | 15.6 | 99.1 |
| 6 | 2 | 224 | 0.9 | 100.0 |

Mean: 3.47
Standard Deviation: 0.99

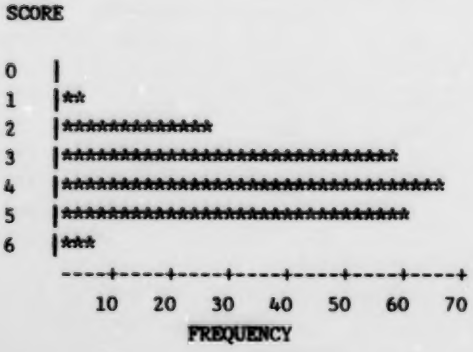
## 8. PUNCTUATION AND USE OF CAPITALS




| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 0 | 0 | 0.0% | 0.0% |
| 1 | 2 | 2 | 0.9 | 0.9 |
| 2 | 17 | 19 | 7.6 | 8.5 |
| 3 | 54 | 73 | 24.1 | 32.6 |
| 4 | 80 | 153 | 35.7 | 68.3 |
| 5 | 65 | 218 | 29.0 | 97.3 |
| 6 | 6 | 224 | 2.7 | 100.0 |

Mean: 3.92
Standard Deviation: 1.01

## 9. SPELLING




| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 0 | 0 | 0.0% | 0.0% |
| 1 | 5 | 5 | 2.2 | 2.2 |
| 2 | 27 | 32 | 12.1 | 14.3 |
| 3 | 59 | 91 | 26.3 | 40.6 |
| 4 | 66 | 157 | 29.5 | 70.1 |
| 5 | 60 | 217 | 26.8 | 96.9 |
| 6 | 7 | 224 | 3.1 | 100.0 |

Mean: 3.76
Standard Deviation: 1.13

# CHAPTER 3

## SAMPLES OF STORY WRITING

This chapter contains four sample products on the story writing task. This task required students to construct a story around the event of finding a box on the way to school. The four samples were chosen to represent the complete range of scores assigned on the basis of the general impression marking. The analytic scores assigned each sample are also presented but the samples are not necessarily reflective of the full range of the analytic scales.

Chapter 2 presents a summary of the results on this task for the provincial sample.

### SAMPLE 1

As I left home for school one morning I found a box. I thought nothing of it at first, but then I of all the neat stuff that might be in it. I was very disappointed to find it was only somebody's garbage, (old papers). I was just going to leave it there, but decided to look through it. I couldn't do it then of coarse, because I had to go to school, so I pushed it under a pine tree. I had to run the rest of the way so that I wouldn't be late. I could hardly think in school all day, I coudn't wait untill four, my teacher gave me heck a few times, but I didn't care. I finally heard "DRRIIIIIG!!" I picked up my things and started for the door, but my teacher said "Cléo, come back here and finish your work". Just my luck! Was I mad. I was barely half-way trough my work, I'll never get to that box, I thought I got out of school at four thirty. I ran with all my might in case my teacher might of changed her mind. When I got to the pine tree (where I had hid the box) I almost died! It wasn't there! I started looking around when I suddenly burst out in lauphter. The box was under the next tree. I had the wrong one! I was just going to open the box when a furious dog poped out of nowhere, barking his head off! I almost lost my pants running home, what I dreaded would happen, happened. My Mom asked me where I was. I was going to say at a soccer practice but she knew there was none. I said "I went for a walk." "A long walk" she answered teaseingly.

After supper I walked to the pine tree, well aware for dogs, and kneeled down beside the box. For a minute I was mad, all that for a box of garbage! "This had better be good", I said, and opened it. At first I thought it was only old scrumpled up papers, but when I lifted them, I found beautiful glass objects, silverware, and also crystal! Then I found a note that said "To The Finder," I was glad I went through all that trouble after all, " These are the treasures of Emily Lee Crinkal, I hope you enjoy them" They were very heavy but I managed to carry them home. My Mom couldn't believe it, so I told her all about the <u>real</u> story, and she wasn't even a bit mad about what happened at school.

**GENERAL IMPRESSION MARK = 10**

| ANALYTIC SCALE | | MARK |
|---|---|---|
| 1. | Organization and Sequence | 4 |
| 2. | Word Choice | 4 |
| 3. | Focus or Theme | 5 |
| 4. | Ideas | 4 |
| 5. | Choice of Details/Elaboration | 5 |
| 6. | Sentence Structure | 5 |
| 7. | Usage | 5 |
| 8. | Punctuation and Capitalization | 6 |
| 9. | Spelling | 5 |

**SAMPLE 2**

The Surprise Box

As I left home one morning for school I found a box. There was a piece of tape on the box with my name on it. I thought it must be for another Brigitte. So I continued walking to school.

In the afternoon, while coming home, I saw the box was still there. So I picked it up gently. I took it home and hid it under my bed until after diner.

I ate supper and then ran to my room. Just as I was about to open the box my Mom yelled: "Come do the dishes please." I told my sister I'd give her gum if she'd do them for me. She said "O.K.!" and off she went.

Alone at last! I opened the box and inside inside was another box. I opened the other box and inside was a smaller box. After I had opened five boxes I was finaly at the last one. I picked it up in my hand and opened it.

Inside was a diamond. Not a real one, but oh, so pretty. The box the diamond was in was decorated with a silver heart. I felt so happy!

On mother's day, I gave the diamond to my mom. She was happy! And till that day on, I still walk down that street hopping to find another box.

**GENERAL IMPRESSION MARK = 10**

| ANALYTIC SCALE | | MARK |
|---|---|---|
| 1. | Organization and Sequence | 5 |
| 2. | Word Choice | 4 |
| 3. | Focus or Theme | 5 |
| 4. | Ideas | 5 |
| 5. | Choice of Details/Elaboration | 5 |
| 6. | Sentence Structure | 4 |
| 7. | Usage | 5 |
| 8. | Punctuation and Capitalization | 5 |
| 9. | Spelling | 6 |

**SAMPLE 3**

What's in the box

On my way to school one day, I found a box. The box was very colorful. I asked myself, "What's in the box?" So I opened it. And guess what I found, a treasure map! I was so excited that I kissed the map. I kept on and soon I met my friend. I asked her if she wated to help. She said, "No thank-you." I decided to find the treasure and to skip school.

It said to go back to my house in my room. Boy was I surprised. I made sure my mom and Dad weren't there. I went to my room and bomped my head twice on my mirror. There was an opening my hair started blowing. And it pulled me in.

I founed myself in a jungle. The first beast I meet is a tiger. In his eyes I knew he wanted food. "Ah a tree", I thought. Quickly I climbed it. In the tree was a snack "Ah!"

I hit it down. "Oh-oh a gorila!" I closed my eyes and hoped the danger would pass. But when I opened my eyes I saw I was in the gorila's arms, swinging from tree to tree. I yelled at the gorila, but it didn't work. Hey what's she doing oh-no she dropped me.

I was going to fall in a hole of raddle snacks. The stupid beasts started raddling at me. Quickly I grabed a branche and climbed it. The limb was breaking, but I got up just in the time.

There! There was the tree I had to go to! I just hope I don't have to bump in to some thing else. Oh-no I have to bump into the tree. Oh just great when I get home I will have bumpes on my head, but a map fell out and the tree blew me in.

Oh my gosh I was now in the desert. Oh this is even worst I have to find a river. But wait what was this a soft spot of sand. "Yikes I'm falling through. This is just not my day. "Hey its water horay!"

Ah the treasure but how am I going to get it if there's a shark guarding. "I know I'll trick him. I'm glad I brought a raft, he'll think I'm there, but I'll be with the treasure. It worked he left now I can get the treasure. Oh-no here he comes again! I hurried up to pick some treasure. Look the shark disapered.

I heard a familliar voice. It was mom but was she doing here. She said "Joeline get ready for school". When my mom saw me hugging my pillow she thought I looked rediculous. I was so embarised. For breakfast I ate shedises. In the back I read Treasure hunt find Freddie and Eddie and win 1000$. "Ah I just hate treasure hunts". On my way to school I saw a box. "Not again" I yelled and I through it. Next day my friend came walking with a fur coat. She must of got the box, she went looking for it and she found it. "Ah" I fainted.

**GENERAL IMPRESSION MARK = 8**

| ANALYTIC SCALE | | MARK |
|---|---|---|
| 1. | Organization and Sequence | 3 |
| 2. | Word Choice | 5 |
| 3. | Focus or Theme | 3 |
| 4. | Ideas | 4 |
| 5. | Choice of Details/Elaboration | 4 |
| 6. | Sentence Structure | 5 |
| 7. | Usage | 5 |
| 8. | Punctuation and Capitalization | 5 |
| 9. | Spelling | 5 |

**SAMPLE 4**

As I left home for school I found a box. I pickt it up and i put it in the garag. wen i cam back from skool i opend the box and I found hundred dolers Insid. I was vere hapu I ran in the hous and i choud it tous mi perents. thea ver very proude ov me.

**GENERAL IMPRESSION MARK = 3**

| ANALYTIC SCALE | | MARK |
|---|---|---|
| 1. | Organization and Sequence | 3 |
| 2. | Word Choice | 2 |
| 3. | Focus or Theme | 2 |
| 4. | Ideas | 2 |
| 5. | Choice of Details/Elaboration | 2 |
| 6. | Sentence Structure | 2 |
| 7. | Usage | 2 |
| 8. | Punctuation and Capitalization | 2 |
| 9. | Spelling | 2 |

# CHAPTER 4

## RESULTS OF REPORT WRITING

This chapter presents a summary of the scores assigned on the report writing task for those in the provincial sample. Means, standard devistions, and frequency distributions are presented for the general impression scale and for each of the nine analytic scales. The maximum possible value for the general impression score is 12 while for each of the analytic scales it is 6.

Chapter 5 contains four sample reports along with the marks assigned by the provincial scorers.

### General Impression Marking

| G.I.M. SCORES (TWP SCORES COMBINED) | | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|---|
| 0 | \| | 0 | 0 | 0.0% | 0.0% |
| 1 | \| | 0 | 0 | 0.0 | 0.0 |
| 2 | \|* | 2 | 2 | 0.9 | 0.9 |
| 3 | \|*** | 6 | 8 | 2.7 | 3.6 |
| 4 | \|******* | 14 | 22 | 6.3 | 9.8 |
| 5 | \|*************** | 31 | 53 | 13.8 | 23.7 |
| 6 | \|************************** | 51 | 104 | 22.8 | 46.4 |
| 7 | \|************************ | 46 | 150 | 20.5 | 67.0 |
| 8 | \|*************** | 31 | 181 | 13.8 | 80.8 |
| 9 | \|********** | 23 | 204 | 10.3 | 91.1 |
| 10 | \|****** | 12 | 216 | 5.4 | 96.4 |
| 11 | \|** | 5 | 221 | 2.2 | 98.7 |
| 12 | \|* | 3 | 224 | 1.3 | 100.0 |

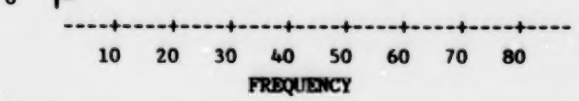
```
    ----+----+----+----+----+----+
       10   20   30   40   50   60
                FREQUENCY
```

Mean: 6.82
Standard Deviation: 1.92

## Analytic Marking

### 1. ORGANIZATION AND SEQUENCE

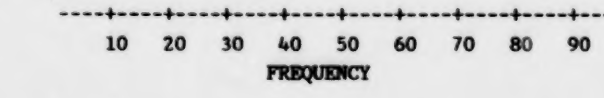
| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 0 | 0 | 0.0% | 0.0% |
| 1 | 5 | 5 | 2.2 | 2.2 |
| 2 | 38 | 43 | 17.0 | 19.2 |
| 3 | 83 | 126 | 37.1 | 56.2 |
| 4 | 72 | 198 | 32.1 | 88.4 |
| 5 | 24 | 222 | 10.7 | 99.1 |
| 6 | 2 | 224 | 0.9 | 100.0 |




Mean: 3.35
Standard Deviation: 0.99

### 2. WORDING AND STYLE

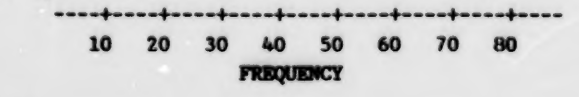
| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 0 | 0 | 0.0% | 0.0% |
| 1 | 5 | 5 | 2.2 | 2.2 |
| 2 | 31 | 36 | 13.8 | 16.1 |
| 3 | 97 | 133 | 43.3 | 59.4 |
| 4 | 66 | 199 | 29.5 | 88.8 |
| 5 | 21 | 220 | 9.4 | 98.2 |
| 6 | 4 | 224 | 1.8 | 100.0 |




Mean: 3.35
Standard Deviation: 0.97

### 3. FOCUS OR THEME

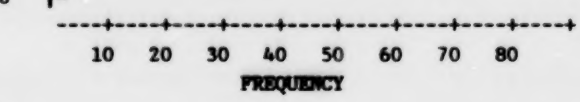
| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 0 | 0 | 0.0% | 0.0% |
| 1 | 3 | 3 | 1.3 | 1.3 |
| 2 | 35 | 38 | 15.6 | 17.0 |
| 3 | 84 | 122 | 37.5 | 54.5 |
| 4 | 72 | 194 | 32.1 | 86.6 |
| 5 | 27 | 221 | 12.1 | 98.7 |
| 6 | 3 | 224 | 1.3 | 100.0 |




Mean: 3.42
Standard Deviation: 0.98

## 4. IDEAS

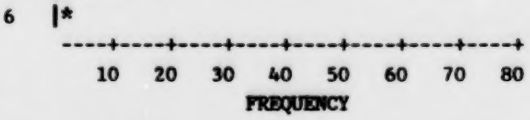
| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 0 | 0 | 0.0% | 0.0% |
| 1 | 8 | 8 | 3.6 | 3.6 |
| 2 | 37 | 45 | 16.5 | 20.1 |
| 3 | 89 | 134 | 39.7 | 59.8 |
| 4 | 56 | 190 | 25.0 | 84.8 |
| 5 | 32 | 222 | 14.3 | 99.1 |
| 6 | 2 | 224 | 0.9 | 100.0 |




Mean: 3.10
Standard Deviation: 0.84

## 5. CHOICE OF DETAIL/ELABORATION

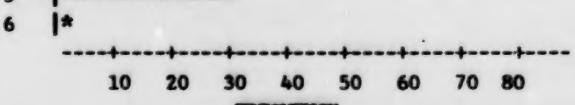
| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 0 | 0 | 0.0% | 0.0% |
| 1 | 9 | 9 | 4.0 | 4.0 |
| 2 | 54 | 63 | 24.1 | 28.1 |
| 3 | 76 | 139 | 33.9 | 62.1 |
| 4 | 60 | 199 | 26.8 | 88.8 |
| 5 | 22 | 221 | 9.8 | 98.7 |
| 6 | 3 | 224 | 1.3 | 100.0 |




Mean: 3.08
Standard Deviation: 0.80

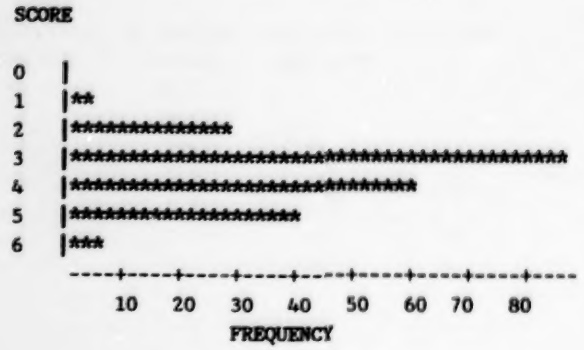
## 6. SENTENCE STRUCTURE

| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 0 | 0 | 0.0% | 0.0% |
| 1 | 6 | 6 | 2.7 | 2.7 |
| 2 | 37 | 43 | 16.5 | 19.2 |
| 3 | 83 | 126 | 37.1 | 56.2 |
| 4 | 65 | 191 | 29.0 | 85.3 |
| 5 | 30 | 221 | 13.4 | 98.7 |
| 6 | 3 | 224 | 1.3 | 100.0 |




Mean: 3.38
Standard Deviation: 1.04

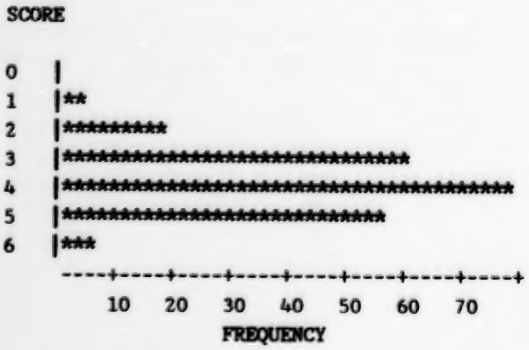
## 7. USAGE




| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 0 | 0 | 0.0% | 0.0% |
| 1 | 4 | 4 | 1.8 | 1.8 |
| 2 | 28 | 32 | 12.5 | 14.3 |
| 3 | 85 | 117 | 37.9 | 52.2 |
| 4 | 60 | 177 | 26.8 | 79.0 |
| 5 | 40 | 217 | 17.9 | 96.9 |
| 6 | 7 | 224 | 3.1 | 100.0 |

Mean: 3.56
Standard Deviation: 1.07

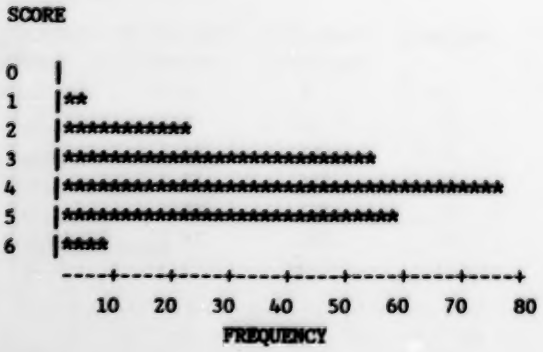
## 8. PUNCTUATION AND USE OF CAPITALS




| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 0 | 0 | 0.0% | 0.0% |
| 1 | 4 | 4 | 1.8 | 1.8 |
| 2 | 19 | 23 | 8.5 | 10.3 |
| 3 | 60 | 83 | 26.8 | 37.1 |
| 4 | 78 | 161 | 34.8 | 71.9 |
| 5 | 56 | 217 | 25.0 | 96.9 |
| 6 | 7 | 224 | 3.1 | 100.0 |

Mean: 3.82
Standard Deviation: 1.06

## 9. SPELLING




| SCORE | FREQUENCY | CUMULATIVE FREQUENCY | PERCENT OF STUDENTS | CUMULATIVE PERCENT |
|---|---|---|---|---|
| 0 | 0 | 0 | 0.0% | 0.0% |
| 1 | 5 | 5 | 2.2 | 2.2 |
| 2 | 22 | 27 | 9.8 | 12.1 |
| 3 | 55 | 82 | 24.6 | 36.6 |
| 4 | 76 | 158 | 33.9 | 70.5 |
| 5 | 58 | 216 | 25.9 | 96.4 |
| 6 | 8 | 224 | 3.6 | 100.0 |

Mean: 3.82
Standard Deviation: 1.10

# CHAPTER 5

## SAMPLES OF REPORT WRITING

This chapter contains four sample products on the report writing task. This task required students to write a report on an animal on the basis of research that they had already done. The four samples were chosen to represent the complete range of scores assigned on the basis of the general impression marking. The analytic scores assigned each sample are also presented but the samples are not necessarily reflective of the full range of the analytic scales.

Chapter 4 presents a summary of the results on this task for the provincial sample.

**SAMPLE 1**

The Squirrels

Squirrls are one of natures most delightful animals. They are very small. They chatter to show their feelings. The are also curious and friendly. The squirrel is a cousin of the chipmunk. Their babies called pups.

The squirrel has a small bushy tail, little legs and if you can get close enough to a squirrel you can see that a squirrel has very pointy nails. Their heads are round and their ears are very small. The squirrels lengh is from 11 to 20 inches long.

They live in forêst in burrows dug in the ground. Some live, believe it or not, at the end of deserts, or on a mountain top. If you see a squirrel in a town or a city, it is likely to be that the squirrel is living in a house or barn.

Squirrels eat very much food like; nuts, grains and acorns. In some forêsts it is hard to find their food. Babies get their food, for exemple, milk from the mothers body.

Pups start to open their eyes and start to hear four weeks after they are born. At five weeks old they get more mature. They are amazing animals, aren't they?

**GENERAL IMPRESSION MARK = 12**

| ANALYTIC SCALE | | MARK |
|---|---|---|
| 1. | Organization and Sequence | 5 |
| 2. | Word Choice | 5 |
| 3. | Focus or Theme | 5 |
| 4. | Ideas | 5 |
| 5. | Choice of Details/Elaboration | 5 |
| 6. | Sentence Structure | 5 |
| 7. | Usage | 6 |
| 8. | Punctuation and Capitalization | 6 |
| 9. | Spelling | 6 |

**SAMPLE 2**

Elephants

The elephant eat lots of things they sometimes search for there food or sometimes hunt for there food. They eat grass, plant, corn, leaves, roots thing like that.

Elephant weigh a lot they could weigh up to 60 men. And when new born elephant are born they can way up to 200 pounds.

The mother elephant is called a cow, the father elephant is called a bull. The baby elephant is called a calf. When there is danger the bulls form a circle around the cows and the calf to protect them from herding them self.

The elephant usually lives in herds, herds is a sort of groupe of elephant. There is sometimes over 100 elephant in the herd. There is always a leader the leader of the herd is ussaly the smartest female in the herd Elephant can also live in a zoo or a circus.

Elephant sleeps on there four legs or laying down.

The elephant is heavy, very big, they are even huge.

I would like to go on a elephant one time, because I like elephants.

**GENERAL IMPRESSION MARK = 10**

| ANALYTIC SCALE | | MARK |
|---|---|---|
| 1. | Organization and Sequence | 5 |
| 2. | Word Choice | 4 |
| 3. | Focus or Theme | 5 |
| 4. | Ideas | 5 |
| 5. | Choice of Details/Elaboration | 4 |
| 6. | Sentence Structure | 5 |
| 7. | Usage | 4 |
| 8. | Punctuation and Capitalization | 4 |
| 9. | Spelling | 5 |

**SAMPLE 3**

The Turtles

The turtles are about 7 inches long. The color of the turtles could be bruwn, black or grai. There face are like the snakes face. The turtles have no teeth but there jaw have pointed edges. The turtles tail is really thin and very small. Some turtles have claws, some have webbed feet, and some have flippers for there feet. Every turtle has a shell on there back for protection and they also have an outer layer.

The turtles live in muddy ponds and also in shallow water.

They dig in the soft ground, onder water and anywhere else to get food. The turtles eat what they can find, but there favrites are the Thoughand-feet, carrottes and céleri.

After mother turtle layed her eggs, she lives them there. The heat of the sun hatches the eggs for two or three months, or even longer. The mother turtle dosn't even bring them food.

I chose this animal because I like turtles and I would like to lern allot more about turtles then I know now.

**GENERAL IMPRESSION MARK = 7**

| ANALYTIC SCALE | | MARK |
|---|---|---|
| 1. | Organization and Sequence | 4 |
| 2. | Word Choice | 4 |
| 3. | Focus or Theme | 4 |
| 4. | Ideas | 4 |
| 5. | Choice of Details/Elaboration | 5 |
| 6. | Sentence Structure | 4 |
| 7. | Usage | 4 |
| 8. | Punctuation and Capitalization | 4 |
| 9. | Spelling | 4 |

**SAMPLE 4**

Dogs

I have a dog named Skipper. She is black and wiht and is 3 feet tole and 25 pounds. She has strong teeth.

My dog likes love and atenchen. She lickes me the kind of food she eates is kibles and bits.

She jumps about 1 meater high. She is a nice dog to have but becareful she skrathes.

The end

**GENERAL IMPRESSION MARK = 3**

| ANALYTIC SCALE | | MARK |
|---|---|---|
| 1. | Organization and Sequence | 2 |
| 2. | Word Choice | 1 |
| 3. | Focus or Theme | 1 |
| 4. | Ideas | 1 |
| 5. | Choice of Details/Elaboration | 1 |
| 6. | Sentence Structure | 2 |
| 7. | Usage | 2 |
| 8. | Punctuation and Capitalization | 1 |
| 9. | Spelling | 1 |